



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING




JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 24, 2008

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of Criteria for Title I, Part B, Subpart 1, Reading First of the No Child Left Behind Act of 2001, Elementary and Secondary Education Act

The purpose of Reading First is to ensure that all American children learn to read well by the end of third grade. The Reading First program will provide the necessary assistance to Local Education Agencies to:

- Establish research-based reading programs for students in kindergarten through third grade.
 - Focus on providing professional development to ensure that all teachers, including special education teachers, have the skills they need to effectively teach these programs.
- Prepare classroom teachers to effectively monitor the reading progress of students, identify children who are at risk, and provide appropriate instruction to meet the needs of students.
- Support and monitor methods of early reading instruction in classrooms that are proven effective by scientifically based reading research.
- Select effective instructional materials, programs, learning systems, and strategies to implement proven methods to teach reading.
- Focus directly on instruction in the *regular classroom* as the most important teaching venue.
- Focus instructional methods and materials, assessments, and professional development on the five essential components of reading instruction: phonemic awareness, systematic phonics, vocabulary instruction, oral reading fluency, and comprehension instruction.

The State Board of Education approved the original grant criteria for Reading First on April 11, 2002.

It is recommended that the State Board of Education approve the criteria for the Title I, Part B, Subpart 1, Reading First of the No Child Left Behind Act of 2001, Elementary and Secondary Education Act grant as attached to the Superintendent's memorandum dated January 24, 2008.

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Criteria for Reading First

The State Board of Education has adopted as its Strategic Goal "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students."

To the extent possible, all grant criteria and grant awards will serve to further attain the above goal.

PRIORITIES, POLICIES, AND PROGRAMS THAT THESE CRITERIA SUPPORT

The State Board of Education has adopted as its strategic goal "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students." Reading First assists with this goal and addresses the State Board of Education's priorities and policies.

Professional development is a key component of the Reading First initiative, for both teachers and administrators. The purpose of Reading First is to ensure that all American children read well by the end of third grade, and the theme of this initiative is "no child left behind." Additionally, collaboration among many programs is emphasized including family literacy providers and parents. Eligible Local Education Agencies will propose services to low-achieving schools including those identified by Education YES!

BACKGROUND/PURPOSE OF GRANT

X Competitive ☐ Formula ☐ New X Continuation (*check all that apply*)

It has long been recognized that teaching young children to read is the most critical educational priority facing this country. Encouragingly, this is an area where some of the best and most rigorous scientifically based research is available. The Reading First program will help states and districts apply this research, and the proven instructional and assessment tools consistent with the research, to teach all children to read. By effectively teaching all children to read well by the end of third grade, we ensure that all students advance to later grades well prepared to achieve their full academic potential. Simply put, children should learn to read in grades K-3.

CRITERIA

Date criteria were last approved 4/11/2002

X Defined in Legislation ☒ Defined in Department's Approved ☐ Proposed by Staff

Establish research-based reading programs for students in kindergarten through third grade.

Focus on providing professional development to ensure that all teachers, including special education teachers, have the skills they need to effectively teach these programs.

Prepare classroom teachers to effectively monitor the reading progress of students, identify children who are at risk, and provide appropriate instruction to meet the needs of students.

Support and monitor methods of early reading instruction in classrooms that are proven effective by scientifically based reading research.

Select effective instructional materials, programs, learning systems and strategies to implement proven methods to teach reading.

- Focus directly on instruction in the *regular classroom* as the most important teaching venue.
- Focus instructional methods and materials, assessments, and professional development on the five essential components of reading instruction: phonemic awareness, systematic phonics, vocabulary instruction, oral reading fluency, and comprehension instruction.

ELIGIBLE APPLICANTS/TARGET POPULATION TO BE SERVED BY GRANT

Eligible applicant LEAs must indicate service to eligible school buildings for students in kindergarten through grade three. Reading First funds are designated for activities to improve reading achievement for students in kindergarten through grade three who attend low performing buildings with high concentrations of poverty or buildings that are in school improvement status.

LEAs with geographic areas that include Empowerment Zones or Enterprise Communities; or

LEAs that have 1,000 or more students or 15 percent or more students who are Title I eligible; or

LEAs with at least eight buildings or 50 percent of their buildings in School Improvement status.

TOTAL FUNDS AVAILABLE

The estimated amount available for LEA grants is \$22,700,000 per year. Funds will be awarded on a competitive basis to eligible Local Education Agencies based on the criteria listed above. The grant application will include a formula of approximately \$525 per student and will determine the level of funding available for each eligible building. It is anticipated that grants will range from \$135,000-\$400,000 per building, depending on the number of children served.

LEGISLATION

Title I, Part B, Subpart 1, Reading First of the No Child Left Behind Act of 2001, Elementary and Secondary Education Act.

OFFICE ADMINISTERING GRANT/PROGRAM CONTACT

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